FINDINGS,
IMPLICATIONS
AND
SUGGESTIONS
Chapter V

FINDINGS, IMPLICATIONS AND SUGGESTIONS

In the previous chapter, analysis, interpretation and discussion of results have been given. Based on the results, findings were thrashed out. Keeping in view the major findings, implications of the study have been looked into. But these findings and implications do not fit in all corners of the study, so the suggestions have been given for further research. The present chapter is devoted to present findings, implications of the study and suggestions for further research.

The findings of the present study are presented below in relation to each objective:

5.1 Teaching Effectiveness of Teachers Trained through Formal and Distance Mode

(i) There was significant difference between ‘review of home assignment’ of teachers trained through formal and distance mode. Formal trained teachers were found to be better in reviewing the home assignment of the students in the classroom as compared to teacher trained through distance mode.

(ii) No significant difference was found between ‘introduction of the lesson’ of teachers trained through formal and distance mode.

(iii) In the case of ‘development of the lesson’, significant difference was found between the formal and distance mode trained teachers with respect to explanation and reinforcement. Whereas in the case of other skills like communication, questioning, response management, use of
chalkboard and class management, no significant difference was found between the two groups.

(iv) There was no significant difference between ‘ending of the lesson’ of teachers trained through formal and distance mode.

(v) There was no significant difference between the ‘classroom climate’ of teachers trained through formal and distance mode.

5.1.1 Teaching Effectiveness and Sex

(i) No significant difference was found between the male and female teachers trained through formal mode with respect to ‘review of home assignment’.

(ii) There was significant difference in ‘introduction of the lesson’ of male and female teachers trained through formal mode. Female teachers were more effective in introducing the lesson as compared to male teachers.

(iii) In the case of ‘development of the lesson’, significant difference was found between the male and female teachers trained through formal mode with respect to questioning and reinforcement, and use of chalkboard. Whereas in the case of other skills like explanation, communication, response management, and class management, no significant difference was found between the two groups.

(iv) There was significant difference in ‘ending of the lesson’ of male and female teachers trained through formal mode. Female teachers were more effective in ending the lesson as compared to male teachers.

(v) There was significant difference in ‘classroom climate’ of male and female teachers trained through formal mode. Female teachers exhibited better classroom climate as compared to male teachers.
(vi) No significant difference was found between the male and female teachers trained through distance mode with respect to 'review of home assignment'.

(vii) There was significant difference in 'introduction of the lesson' of male and female teachers trained through distance mode. Female teachers were more effective in introducing the lesson as compared to male teachers.

(viii) In the case of 'development of the lesson', significant difference was found between the male and female teachers trained through distance mode with respect to explanation, communication, questioning and reinforcement, and use of chalkboard. Female teachers were more effective in developing the lesson as compared to male teachers. No significant difference was found between the male and female teachers in the case of other skills like response management and class management.

(ix) There was significant difference in 'ending of the lesson' of male and female teachers trained through distance mode. Female teachers were more effective in ending the lesson as compared to male teachers.

(x) There was significant difference in 'classroom climate' of male and female teachers trained through distance mode. Female teachers exhibited better classroom climate as compared to male teachers.

(xi) No significant difference was found between the male teachers trained through formal and distance mode with respect to 'review of home assignment'.

(xii) No significant difference was found between the male teachers trained through formal and distance mode with respect to 'introduction of the lesson'.
In the case of 'development of the lesson', significant difference was found between the male teachers trained through formal and distance mode with respect to explanation, reinforcement, and use of chalkboard. Formal trained male teachers were more effective in developing the lesson during classroom teaching as compared to distance trained male teachers. No significant difference was found between the male teachers in the case of other skills like communication, questioning, response management and class management.

No significant difference was found between the male teachers trained through formal and distance mode with respect to 'ending of the lesson'.

No significant difference was found between the male teachers trained through formal and distance mode with respect to 'classroom climate'.

There was significant difference in 'review of the home assignment' of female teachers trained through formal and distance mode. Formal trained female teachers were more effective in reviewing the home assignment of the students as compared to distance trained female teachers.

No significant difference was found between the female teachers trained through formal and distance mode with respect to 'introduction of the lesson'.

No significant difference was found between the female teachers trained through formal and distance mode with respect to 'development of the lesson'.

No significant difference was found between the female teachers trained through formal and distance mode with respect to 'ending of the lesson'.

No significant difference was found between the female teachers trained through formal and distance mode with respect to 'classroom climate'.
5.1.2 Teaching Effectiveness and Type of School

(i) There was significant difference in 'review of home assignment' of government and private school teachers trained through formal mode. The private school teachers were found to be better in reviewing the home assignment of the students in the classroom as compared to government school teachers.

(ii) There was significant difference in 'introduction of the lesson' of Government and private school teachers trained through formal mode. Though both the groups were formal trained, yet private school teachers were more effective in respect to introduction of the lesson as compared to government school teachers.

(iii) In the case of 'development of the lesson', significant difference was found with respect to explanation, communication, questioning, response management, reinforcement, and class management of government and private school teachers trained through formal mode. No significant difference was found in use of chalkboard among the government and private school teachers. Private school teachers were more effective in using the skills required in developing the lesson as compared to government school teachers.

(iv) There was no significant difference in 'ending of the lesson' of government and private school teachers trained through formal mode.

(v) There was significant difference in 'classroom climate' of government and private school teachers trained through formal mode. The private school teachers exhibited better classroom climate as compared to government school teachers.

(vi) There was significant difference in 'review of home assignment' of government and private school teachers trained through distance mode.
The private school teachers were found to be better in reviewing the home assignment of the students in the classroom as compared to government school teachers.

(vii) There was significant difference in ‘introduction of the lesson’ of Government and private school teachers trained through distance mode. Though both the groups were trained through distance mode, yet private school teachers were more effective in respect to introduction of the lesson as compared to government school teachers.

(viii) In the case of ‘development of the lesson’, significant difference was found in all the aspects i.e., to explanation, communication, questioning, response management, reinforcement, use of chalkboard, and class management of government and private school teachers trained through distance mode. Private school teachers were more effective in using the skills required in developing the lesson as compared to government school teachers.

(ix) There was significant difference in ‘ending of the lesson’ of government and private school teachers trained through distance mode. Though both the groups were trained through distance mode but the private school teachers were more effective in ending the lesson as compared to government school teachers.

(x) There was significant difference in ‘classroom climate’ of government and private school teachers trained through distance mode. The private school teachers exhibited better ‘classroom climate’ as compared to government school teachers.

(xi) There was no significant difference in ‘review of home assignment’ of government school teachers trained through formal and distance mode.
(xii) There was no significant difference in 'introduction of the lesson' of government school teachers trained through formal and distance mode.

(xiii) In the case of 'development of the lesson', no significant difference was found between government school teachers trained through formal and distance mode.

(xiv) There was no significant difference in 'ending of the lesson' of government school teachers trained through formal and distance mode.

(xv) No significant difference was found between the government school teachers trained through formal and distance mode with respect to 'classroom climate'.

(xvi) There was significant difference in 'review of home assignment' of private school teachers trained through formal and distance mode. Though both the groups are teaching in private schools but formal trained teachers were found to be better in reviewing the home assignment of the students in the classroom as compared to distance trained teachers.

(xvii) There was no significant difference in 'introduction of the lesson' of private school teachers trained through formal and distance mode.

(xviii) In the case of 'development of the lesson', no significant difference was found between the private school teachers trained through formal and distance mode.

(xix) There was no significant difference in 'ending of the lesson' of private school teachers trained through formal and distance mode.

(xx) No significant difference was found in 'classroom climate' of private school teachers trained through formal and distance mode.
5.1.3 Teaching Effectiveness and Teaching Experience

(i) There was significant difference in 'review of home assignment' of more and less experienced teachers trained through formal mode. Though both the groups are trained through formal mode but less experienced teachers were found to be better in reviewing the home assignment of the students in the classroom as compared more experienced teachers.

(ii) There was significant difference in 'introduction of the lesson' of more and less experienced teachers trained through formal mode. Less experienced teachers were found to be better in introduction of the lesson in the classroom as compared more experienced teachers.

(iii) There was significant difference in 'development of the lesson' with respect to explanation skill of more and less experienced teachers trained through formal mode. However, no significant difference was found in case of other skills required for the development of the lesson i.e., communication, questioning, response management, reinforcement, use of chalkboard, and class management of more and less experienced teachers trained through formal mode. Though both the groups are trained through formal mode, yet mean scores of less experienced teachers were slightly better as compared to more experienced teachers.

(iv) There was no significant difference in 'ending of the lesson' of more and less experienced teachers trained through formal mode.

(v) There was no significant difference in 'classroom climate' of more and less experienced teachers trained through formal mode.

(vi) There was significant difference in 'review of home assignment' of more and less experienced teachers trained through distance mode. Though both the groups are trained through distance mode but less experienced
teachers were found to be better in reviewing the home assignment of the students in the classroom as compared to more experienced teachers.

(vii) There was significant difference in ‘introduction of the lesson’ of more and less experienced teachers trained through distance mode. Less experienced teachers were found to be better in introduction of the lesson in the classroom as compared more experienced teachers.

(viii) There was no significant difference in ‘development of the lesson’ of more and less experienced teachers trained through distance mode.

(ix) There was no significant difference in ‘ending of the lesson’ of more and less experienced teachers trained through distance mode.

(x) There was no significant difference in ‘classroom climate’ of more and less experienced teachers trained through distance mode.

(xi) There was no significant difference in ‘review of home assignment’ of less experienced teachers trained through formal and distance mode.

(xii) No significant difference was found in ‘introduction of the lesson’ of less experienced teachers trained through formal and distance mode.

(xiii) In case of ‘development of the lesson’, no significant difference was found between the less experienced teachers trained through formal and distance mode.

(xiv) There was no significant difference in ‘ending of the lesson’ of less experienced teachers trained through formal and distance mode.

(xv) No significant difference was found in ‘classroom climate’ of less experienced teachers trained through formal and distance mode.

(xvi) There was no significant difference in ‘review of home assignment’ of more experienced teachers trained through formal and distance mode.
(xvii) No significant difference was found in ‘introduction of the lesson’ of more experienced teachers trained through formal and distance mode.

(xviii) In case of ‘development of the lesson’, no significant difference was found between the more experienced teachers trained through formal and distance mode.

(xix) There was no significant difference in ‘ending of the lesson’ of more experienced teachers trained through formal and distance mode.

(xx) No significant difference was found in ‘classroom climate’ of more experienced teachers trained through formal and distance mode.

5.2 Attitudes of Teachers towards Teaching Profession Trained through Formal and Distance Mode

There was significant difference in the attitudes of teachers towards teaching profession trained through formal and distance mode. Teachers trained through formal mode were found to have more favourable attitudes towards teaching profession as compared to the teachers trained through distance mode.

5.2.1 Attitudes of Male and Female Teachers towards Teaching Profession Trained through Formal and Distance Mode

(i) There was significant difference in the attitudes towards teaching profession of male and female teachers trained through formal mode. Female teachers have favourable attitudes towards teaching profession as compared to male teachers.

(ii) There was significant difference in the attitudes towards teaching profession of male and female teachers trained through distance mode. Though both the groups were trained through distance mode but the female teachers have more favourable attitudes towards teaching profession as compared to male teachers.
(iii) There was no significant difference in the attitudes towards teaching profession of male teachers trained through formal and distance mode.

(iv) There was no significant difference in the attitudes towards teaching profession of female teachers trained through formal and distance mode.

5.2.2 Attitudes of Government and Private School Teachers towards Teaching Profession Trained through Formal and Distance Mode

(i) There was significant difference in the attitudes towards teaching profession of government and private school teachers trained through formal mode. The private school teachers have more favourable attitudes towards teaching profession as compared to government school teachers.

(ii) There was significant difference in the attitudes towards teaching profession of government and private school teachers trained through distance mode. The private school teachers have more favourable attitudes towards teaching profession as compared to government school teachers.

(iii) There is no significant difference in the attitudes towards teaching profession of government schoolteachers trained through formal and distance mode.

(iv) There is no significant difference in the attitudes towards teaching of private school teachers trained through formal and distance mode.

5.2.3 Attitudes of More and Less Experienced Teachers towards Teaching Profession Trained through Formal and Distance Mode

(i) There was significant difference in the attitudes of more and less experienced teachers towards teaching profession trained through formal mode. Though both the groups were trained through formal mode, yet less experienced teachers have favourable attitudes towards teaching profession as compared to more experienced teachers.
(iii) There was significant difference in the attitudes of more and less experienced teachers towards their teaching profession trained through distance mode. Though both the groups were trained through distance mode, yet less experienced teachers have more favourable attitudes towards teaching profession as compared to more experienced teachers.

(iv) There was no significant difference in the attitudes of less experienced teachers towards their teaching profession trained through formal and distance mode.

(iv) There was no significant difference in the attitudes of more experienced teachers towards their teaching profession trained through formal and distance mode.

5.3 Relationship between Teaching Effectiveness and Attitudes of Teachers towards Teaching Profession Trained through Formal and Distance Mode

(i) There was significant relationship between the teaching effectiveness of teachers trained through formal mode and their attitudes towards teaching profession. A significant negative relationship exists between the attitudes and teaching effectiveness of teachers trained through formal mode.

(ii) There was significant relationship between the teaching effectiveness of teachers trained through distance mode and their attitudes towards teaching profession. A significant negative relationship exists between the attitudes and teaching effectiveness of teachers trained through distance mode.
5.4 EDUCATIONAL IMPLICATIONS

Findings of the present study reveal some important educational implications for teacher-educators, formal trained institution, distance trained institutions, school authorities and teachers.

The study has revealed that irrespective of the training background, the teachers need to have basic teaching skills as a part of their repertoire of teaching effectiveness. For this, modules for development of teaching skills both at the pre-service and in-service training levels needs to be developed. At pre-service training level, it is necessary for teacher educators to establish a close match between the work schedule of the teacher in a school and the programme adopted for teacher preparation in the training institutes. They should lay great emphasis on internship in teaching to develop pedagogical abilities and skills in student teachers. For this teacher educators should get themselves oriented and refreshed either by face to face encounter or through distance mode orientation strategies by employing multiple strategies including lectures, group discussions, seminars, conferences, workshops multi media etc. The distance teacher trainees can also be benefit by this technique during contact sessions. The print media which was found to be effective by Sreekumar (1978) in developing of managerial skills among the teachers gives the message that the print material if well developed can go a long way in developing effectiveness of teachers. At the in-service level, training should be given at regular intervals with systematic assessment and feedback programme. Professional advancement of the teachers should never be neglected. A vigorous follow-up of all the workshops, courses etc. meant for their professional growth will ensure better teaching.

In order to make the teaching effective and to create a suitable learning environment in the schools, the school principals should take the responsibility of organizing orientation programme for the teachers from time to time so that they may add effective teaching skills in classroom teaching. They should be
need-based programmes throughout the year and should deal with concrete or actual problems confronting the teachers. For this, resource persons should be invited by the schools so that different ways can be suggested to the teachers to generate the desired level of learning among the students. These programmes will be helpful in providing opportunities to teachers to interact with each other, contribute their ideas, and share their experiences and practices. Also, proper guidelines should be provided to the teachers about the effective classroom teaching so that they can be able to promote and enrich learning in the classroom, among the students thereby improving their achievement. For instance, in the present study one of the five aspects i.e. 'development of the lesson' of the teaching effectiveness is not being properly utilized in the classroom. Since skills required for 'development of the lesson' play a major role in determining the effectiveness of teachers, the training inputs should be such that their skills may be improved which will certainly enhance the achievement of the students.

The present study further reveals the significant relationship between the attitudes and the teaching effectiveness of the teachers. It gives a strong message to those involved in training of teachers that it is not only important to empower the prospective teachers with knowledge and skills required for teaching but training should enable them to develop favourable attitudes towards teaching profession and its allied aspects. Moreover the development of skills of the trainees should be carried out in a manner that they become reflective practitioners by developing right attitudes and beliefs. This can be made possible by giving the trainees first hand field experiences, opportunities for discussion and putting forth their ideas. While selecting candidates for the training programmes, it should be ascertained through interviews and use of aptitude tests that they have an inclination towards teaching, which can be worked upon and developed by giving them right inputs. It emphasizes an important aspect that attitude has a major role to play in the manner a teacher behaves in class. If a teacher has a favourable attitude towards profession, she will also make better use of skills of teaching while teaching in the classroom. The school authorities
should adopt uniform pattern in the process of recruitment of teachers. At present there is a random variation in admission procedures. Also, to bridge the gulf between training institutions and schools, there should be extension service departments at the pre-primary, primary and secondary levels in each training establishment.

5.5 SUGGESTIONS FOR FURTHER RESEARCH

Due to paucity of time and resources at the disposal of the investigator, all the aspects of the problem cannot be expected to deal with. Therefore, the present study opens up certain avenues for further research which are briefly listed below:

1. In the present study, some independent variables like age, rural-urban, qualification, marital status, socio-economic status self-concept, etc. are not covered which also constitute the teaching profession. Another study covering these variables may be carried out.

2. Similar study can be conducted at different states to have indepth knowledge of the classroom teaching behaviour of students and teachers.

3. An investigation to find out how use of teaching skills of teachers is moderated in terms of pupil characteristics may be done. There are number of intervening variables influencing teacher performance: of these, pupil behaviour needs special attention. With elaborate criteria for assessing personality of both the teachers and pupils, matching of teacher characteristics of distance and formal mode training with those of the pupils may be carried out.

4. The study may be conducted on student teachers who are undergoing training at various formal trained and distance trained institutes.
5. A comparison can be made of the existing four year teacher training programmes and the conventional one year programme in order to ascertain which course is more effective in development of the repertoire of abilities of the teachers.

6. Amongst the teachers trained through the distance mode, a comparison can also be made between those who received their degree during service and others who got their degree before joining schools for teaching.

7. An important study, which can be undertaken, is a comparison between the teachers passed out by the newly stated B.Ed. programme of IGNOU and conventional institutes. The IGNOU B.Ed. programme can also be compared with other distance education programmes, and also with the privately established self financed college of education awarding B.Ed. degree.